


transitioncoalition.org



Supporting **Transition** Professionals

□Aligning Multi-Tiered Models of Support in Secondary Schools with Transition Focused Interventions

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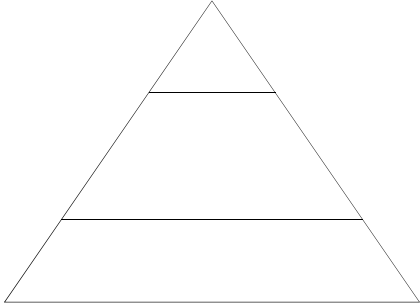
Lorrie Sheehy, AZDE

Arizona Statewide Transition Conference

September 2010

Adapted from: Morningstar, M.E., Gaumer Erickson, A. & Noonan, P.M. (2009). *Multi-Tiered Systems of Support and Transition to Adulthood: Can We Do Both Well?* DCDT National Conference, Savannah, GA.

What's YOUR Definition of a Multi-Tiered (RTI) Model?



Common Features of Multi-Tiered(Prevention) Models

- Tiered system of matching interventions to meet academic and behavioral needs
- Systematic screening of young children using scientifically acceptable measures
- Interventions are evidence-based
- Progress monitoring of students to make informed decisions and track progress
- Decision rules concerning levels of support (tiers) provided by examining the data

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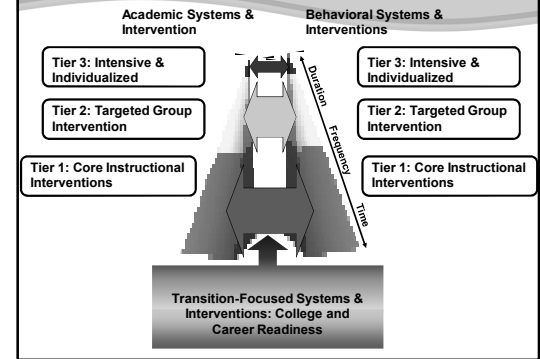
### What's Different about Secondary Schools?

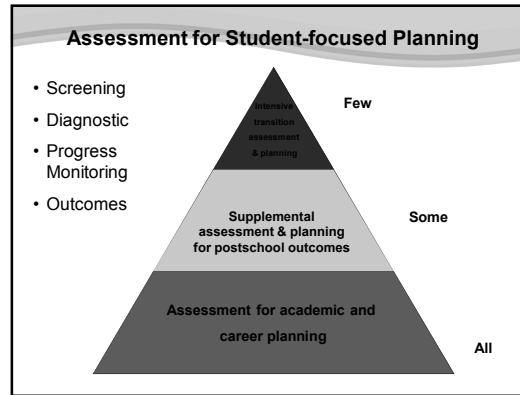
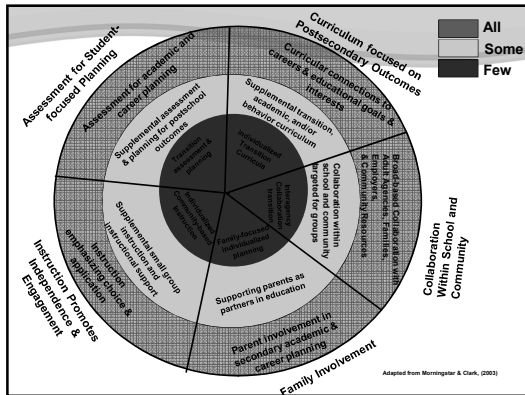
- Developmentally different learners
  - Student engagement in learning
  - Youth literacy – student interest + out of school discourse
- Demands of curriculum and environment
  - Curricular demands sophisticated language tools to obtain information and concepts
  - Structure and culture of schools
  - Sense of urgency
  - Teacher roles = content specialists
  - High stakes for graduation
- Postschool outcomes for youth
  - 74% graduation rate among HS freshmen
  - Societal costs of dropouts
  - Lowest-performing readers most likely to drop out (3.5-20 times greater risk)
  - College to Career Readiness

### RTI vs Transition

Tiered systems of support:	Transition:
<ul style="list-style-type: none"> <li>• Requires <b>collaboration among multiple systems</b> (general, special ed; community, families, etc.)</li> <li>• Relies on <b>data-based decisions &amp; evidence-based interventions</b> (academic &amp; behavior)</li> <li>• Systematic approach to ensure <b>secondary school</b> success</li> </ul>	<ul style="list-style-type: none"> <li>• Requires <b>collaboration among multiple systems</b> (general, special ed; community, families, <b>postschool systems</b>)</li> <li>• Relies on <b>data-based decisions &amp; evidence-based interventions</b> (academic &amp; behavior + <b>postschool outcomes</b>)</li> <li>• Systematic approach to ensure <b>postschool</b> success</li> </ul>

### Multi-Tiered Models of School Reform





Assessment for Student-focused Planning		
<b>Tier 1</b> <ul style="list-style-type: none"> <li>• Early &amp; ongoing assessment for college &amp; career</li> </ul> <p><u>Examples</u></p> <ul style="list-style-type: none"> <li>• Early Career Assessment</li> <li>• Student-directed Progress monitoring</li> <li>• Personal Plans of Study</li> <li>• State Assessments + SAT/ACT PLAN tests</li> <li>• College Planning with Guidance counselors</li> <li>• "Advisories" throughout HS w/ same educator</li> <li>• Aligning HS to postsecondary education</li> <li>• Postschool tracking systems for all students</li> </ul>	<b>Tier 2</b> <ul style="list-style-type: none"> <li>• Assessment &amp; planning across school and community settings</li> </ul> <p><u>Examples</u></p> <ul style="list-style-type: none"> <li>• Early Warning Systems</li> <li>• Expanded AP Courses &amp; Academic monitoring</li> <li>• Additional supports &amp; assessments (GEAR UP, AVID, Talent Search, Upward Bound)</li> <li>• Individualized career planning/Career Academies</li> <li>• Expanded practice with college placement exams</li> </ul>	<b>Tier 3</b> <ul style="list-style-type: none"> <li>• Focus on supports needed for postsecondary education; employment; independent living; social engagement and relationships</li> </ul> <p><u>Examples</u></p> <ul style="list-style-type: none"> <li>• Wrap-around models</li> <li>• Check &amp; Connect</li> <li>• Person-centered Planning</li> <li>• Student-directed planning &amp; Self-directed IEPs</li> <li>• Specific transition assessments to guide planning</li> <li>• Planning for 18-21 programs in postsecondary settings</li> </ul>

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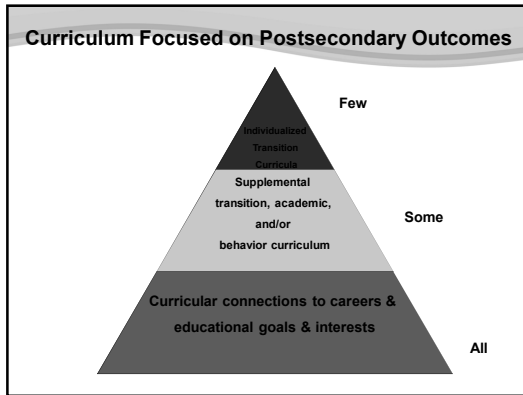
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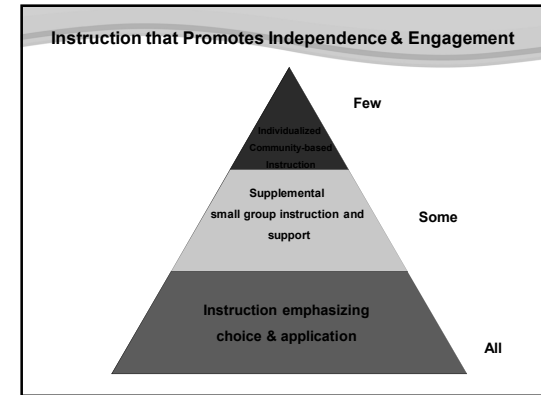
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Curriculum Focused on Postsecondary Outcomes		
<b>Tier 1</b> <ul style="list-style-type: none"> <li>Connected to career &amp; educational interests</li> <li>Electives provide a range of career readiness opportunities</li> </ul> <b>Examples</b> <ul style="list-style-type: none"> <li>Service learning</li> <li>Success 101</li> <li>Career report in language arts</li> <li>Budgeting practice in mathematics</li> <li>Civic responsibility discussion in social studies</li> <li>Multiple Pathways: 21<sup>st</sup> Century schools; High Schools That Work; Tech Prep</li> </ul>	<b>Tier 2</b> <ul style="list-style-type: none"> <li>Supplemental transition, academic, and/or behavior curriculum</li> </ul> <b>Examples</b> <ul style="list-style-type: none"> <li>Dropout Prevention models (schoolwide; student-specific)</li> <li>Wilson Reading</li> <li>Algebra ½</li> <li>Elective course in pre-employment skills</li> <li>Self-determination Study skills (learning strategies) course</li> <li>Accommodations</li> </ul>	<b>Tier 3</b> <ul style="list-style-type: none"> <li>Individualized transition curricula</li> <li>Individualized modifications to academic curricula</li> </ul> <b>Examples</b> <ul style="list-style-type: none"> <li>Life skills curricula</li> <li>Supported employment</li> <li>Community-based transition programs</li> <li>Curricular modifications</li> </ul>




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Instruction Promotes Independence & Engagement		
<b>Tier 1</b> <ul style="list-style-type: none"> <li>• Instruction emphasizing choice and application</li> <li>• Developing a community of learners</li> <li>• Reinforcing self-determined &amp; self-regulating behavior</li> </ul> <u>Examples</u> <ul style="list-style-type: none"> <li>• Universal design for learning</li> <li>• Strategy instruction</li> <li>• Soft skills modeling</li> <li>• Differentiated Instruction</li> <li>• Mentoring</li> <li>• Active &amp; cooperative learning</li> </ul>	<b>Tier 2</b> <ul style="list-style-type: none"> <li>• Supplemental small group strategy-based; instruction &amp; instructional support</li> </ul> <u>Examples</u> <ul style="list-style-type: none"> <li>• Co-teaching</li> <li>• Instructional accommodations</li> <li>• Transition club</li> <li>• Tutoring</li> <li>• Assistive technology integrated within instruction</li> <li>• Ongoing progress monitoring for instruction</li> </ul>	<b>Tier 3</b> <ul style="list-style-type: none"> <li>• Intensive &amp; individualized skill-based instruction</li> </ul> <u>Examples</u> <ul style="list-style-type: none"> <li>• Instructional modifications</li> <li>• Assistive technology for communication</li> <li>• Generalization of skills to multiple settings</li> <li>• Dedicated paraprofessional support</li> </ul>

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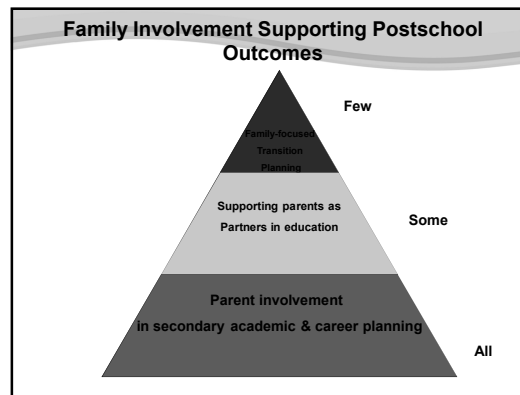
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Family Involvement Supporting Postschool Outcomes		
<b>Tier 1</b> <ul style="list-style-type: none"> <li>• Parent involvement in secondary academic &amp; career planning</li> </ul> <u>Examples</u> <ul style="list-style-type: none"> <li>• PTA Standards for Family School Partnerships</li> <li>• The Family Involvement Network of Educators (FINE)</li> <li>• Communication with parents (newsletters, online grades)</li> <li>• School events (e.g., job fairs, college fairs) involve parents</li> <li>• Parents collaborate to develop graduation plans</li> <li>• Parent advocate models</li> </ul>	<b>Tier 2</b> <ul style="list-style-type: none"> <li>• Supporting parents as partners in education</li> <li>• Working directly with "hard to reach" families</li> </ul> <u>Examples</u> <ul style="list-style-type: none"> <li>• School outreach to hard-to-reach families</li> <li>• Parent Information Resource Centers (PIRCs)</li> <li>• Parent Involvement Specialists in Schools</li> </ul>	<b>Tier 3</b> <ul style="list-style-type: none"> <li>• Active family involvement in planning for transition to postsecondary and employment settings</li> </ul> <u>Examples</u> <ul style="list-style-type: none"> <li>• Parent engagement in transition planning and IEPs</li> <li>• Parent Training and Information Centers</li> <li>• Cultural community liaisons for CLD families</li> <li>• Systematic support for families (e.g., parent transition &amp; educational advocates)</li> <li>• Community schools</li> </ul>

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### Collaboration within the School and Community

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> <li>Employers, colleges, families, and school staff review outcomes and gaps</li> <li>Data-driven process</li> </ul> <p><u>Examples</u></p> <ul style="list-style-type: none"> <li>School-Business Partnerships</li> <li>Professional Learning Communities</li> <li>Job Fairs, College Fairs for all Students</li> <li>Integrating of school/district wide improvement plans</li> <li>School/District Mission Statement</li> <li>Suicide Prevention</li> <li>School Resource Officers co-funded</li> <li>Alcohol and Drug Prevention</li> </ul>	<ul style="list-style-type: none"> <li>In-school collaboration among diverse staff providing services</li> </ul> <p><u>Examples</u></p> <ul style="list-style-type: none"> <li>Screening Teams</li> <li>Social Worker/Guidance Counseling</li> <li>Community Transition Team Model</li> <li>Participation of school staff in community organizations</li> <li>Community Resource Mapping</li> <li>Wrap Workers</li> <li>Co-funded staff for At-risk Students</li> </ul>	<ul style="list-style-type: none"> <li>Schools link with outside agencies to develop linkages for post-secondary outcomes</li> </ul> <p><u>Examples</u></p> <ul style="list-style-type: none"> <li>Collaboration w/Related Services</li> <li>Community-based 18-21 Program</li> <li>Community Transition Team Model</li> <li>Building Relationships with: Vocational Rehabilitation, Independent Living Centers, Onestop Centers, Developmental Disability Organizations, Healthcare organizations, Employers and Employment Service providers</li> </ul>

### What does it all mean? Pulling it all together...

**Questions to Consider....**

1. Is the current implementation of RTI in secondary schools effective in engaging students and promoting postschool outcomes?
2. What happens if we only focus on academic and behavioral interventions to the exclusion of those that address outcomes (careers and college)?
3. How do we merge academic and behavioral systems w/in a transition-focused approach?
4. Do we need to realign secondary schools to ensure students are college and career ready?

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